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THE COMMONWEAL

A WEEKLY REVIEW OF PUBLIC AFFAIRS, LITERATURE AND THE ARTS

Criticism and Love

AS MOST of our readers are aware, The Commonweal's recent editorial "Federal Aid: Second Round" (Feb. 23) aroused considerable protest. Some critics objected that we failed to take account of the dangers which parochial schools would face should there be a program of federal aid to education which excluded aid to parochial schools. Others stated or implied that we were willing to compromise the demands of justice for the sake of civil peace and harmony. The sharpest attacks, however, came from those who saw in our criticism of the Bishops' political tactics a clear sign of arrogance and insolence if not a denial of the authority of the Bishops. For Mr. Martin Duggan, a columnist for the Davenport *Messenger*, The Commonweal is nothing less than a "Pontius Pilate."

Needless to say, The Commonweal also had many defenders, even among those who did not agree in all particulars with our reading of the political situation. As the Indianapolis *Criterion* put it, "The editorial in The Commonweal was a legitimate expression of lay opinion on a public issue. It was by no means a challenge to the Bishops' apostolic authority. . . ." For its part, *America* found Mr. Duggan's column "something to make a person blush for the Catholic press."

As it turned out, Mr. Duggan's column did not cause some to blush at all. Mr. Dale Francis is a case in point. Writing in his weekly column in *Our Sunday Visitor* (May 13), Mr. Francis, while not defending Mr. Duggan's language, expressed sympathy for Mr. Duggan's highly-charged emotional attitude. He could understand, he said, Mr. Duggan's response in the face of the "cool impartiality" of The Commonweal's position. Moreover, while granting that differences of opinion are legitimate in the federal aid dispute, Mr. Francis found The Commonweal's stand "almost condescending in its criticism of the stand of the hierarchy." Our criticisms project, in his eyes, "an almost insolent confidence" that the editors of The Commonweal "know *better what is good for the Church and the country* than does the hierarchy."

To drive his point home, Mr. Francis compares The Commonweal's criticism of the Bishops with the position of Leander Perez and Mrs. Gaillot in their defiance of Archbishop Rummel. While asserting that he does "not mean to equate" The Commonweal and the New Orleans segregationists. Mr. Francis finds a parallel in what he terms The Commonweal's "absence of love in criticism." Quoting Father Hans Küng's criteria, Mr. Francis believes that The Commonweal's criticism lacks the restraint, humility, competence and commitment to the Church which must provide the basis for any criticism.

WE MUST confess that we found Mr. Francis' attack baffling and distressing. For one thing, Mr. Francis is obviously a man of good will—a man who does not, as a rule, resort to the drawing of such odious comparisons as that of Leander Perez and the editors of The Commonweal. For another, Mr. Francis is a person capable of drawing necessary distinctions in a complex situation—a person, surely, who must be able to see the difference between a strong and vigorously-expressed criticism and an uncharitable one. Finally, we believe that Mr. Francis is normally a person who looks at the facts before he leaps. Yet he can state, quite incorrectly, that The Commonweal is "diametrically opposed to the viewpoint of the Citizens for Educational Freedom" and imply that the editors of The Commonweal are not genuinely concerned for the preservation of the parochial schools. Our editorials simply provide no basis for assertions of that kind.

But how, one might ask, is such misunderstanding possible? One obvious reason is, of course, that the federal aid to education dispute has engendered a violently emotional atmosphere: woe to the per-

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son or magazine that attempts to find a middle ground. Moreover, perhaps because many Catholics feel that they are personally engaged in a life or death struggle, a criticism of their tactics is as unwelcome as a criticism of their goals. The Commonweal has, however, attempted to find a middle ground. We share the general Catholic concern for the future of parochial schools. But we have objected—and still object—to the threatened use of political coercion, whether this threat comes from the Bishops or laymen. With Cardinal Cushing, we hold that Catholics ought not "use their political influence in Congress to block other legislation of benefit to education because they do not get their own way."

But how ought discussion of this vital issue be conducted? First, it needs to be kept in mind that the issue is one of public policy. As Archbishop Shehan of Baltimore has said, "The Bishops have no desire to impose their will arbitrarily on our Catholic people or on the public generally." Instead, he calls for a "calm, informed, and reasoned discussion," pointing out the layman's responsibility to judge the evidence for themselves. Secondly, if Catholics are—as NCWC spokesmen and others have steadily affirmed—not bound in conscience by the Bishops' public statements on the political means to be employed, then criticism and discussion are in order.

Thirdly, and most importantly, we agree fully with Mr. Francis that criticism should be animated by love and commitment. Perhaps we are mistaken in assuming that our readers will take this much for granted; but rational talk among Catholics is impossible otherwise. Whether our criticisms "project," to use Mr. Francis' ambiguous term, love of the Bishops and humility is difficult for us to judge. What does seem clear is that we have a right to our opinion. It may not be a correct one, but we think it is correct and have said so. We are confident but not "insolently confident." Humility and confidence, love and criticism are not incompatible.

The Days of Reckoning

THE FATE of Laos at this writing hangs by the merest thread. Anti-Communist strength there, represented by the Boun Oum government, has just about collapsed in the face of attacks by pro-Communist Pathet Lao forces. The U.S. response to this setback has been to try to discourage the Communists from following up their successes by putting on a "show of strength" in the area. That this maneuver will succeed is doubtful; that President Kennedy will go so far as to commit U.S. troops in the Laotian war is also doubtful. The outlook for Laos, and hence for Thailand and perhaps even South Vietnam, is discouraging, to put it mildly.

Nobody disputes this unhappy reading of the Southeast Asian situation, it seems, but there appear to be some important differences in the attitudes taken in the face of it. Some American commentators are groaning at the probable loss of Laos and calling for a new, final line of defense against Communist expansion—in Thailand, or Cambodia, or South Vietnam, each of these beleaguered states to be identified in turn as the "last bastion of freedom in Southeast Asia." A great many editorialists are subscribing to the "falling dominoes" theory of Communist advance, and there is much lamentation over the danger to SEATO as the West's last "line of defense" in the area.

Our own reaction to the bad news from Laos is gloomy too, but gloomy in a different way and perhaps for different reasons. While we do not underestimate the significance of any country's falling under Communist control, we have never been convinced that a nation falls under such control like a domino, because of some sudden external pressure. To think so is to misunderstand what the unrest in Asia and Africa and elsewhere is all about, which is hunger, misery, ignorance and corruption, the fires of nationalism and racism, and the resultant upheavals when these conditions are combined with post-colonial dislocations and cold-war Communist and anti-Communist pressures.

Much of the talk about our "allies" in Southeast Asia is thus sheer rhetoric, applied ritualistically to corrupt and crumbling reactionary regimes which in the minds of their subjects stand chiefly for privilege and exploitation of the poor and have no connection with the "West" or "democracy" beyond a paper treaty or an agreement to accept aid. If the West's only defense in Southeast Asia is really SEATO, we are afraid that the West has very little defense there at all.

These observations should not be taken as minimizing the seriousness of the probable fall of Laos, or of the danger to the other countries adjoining. Nor should they be taken as calling for precipitous abandonment of our obligations in the area. The fact is that we have deeply committed ourselves there, most notably now in South Vietnam, and writing off our losses and withdrawing would have serious consequences not only in the area but in all our subsequent relations with China and the Soviet Union anywhere in the world. The only useful comment on the situation is that the American people, and the Administration, should not deceive themselves about what is possible or probable in Southeast Asia—that is, until and unless our policy there

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extricates itself from paper defenses and meaningless slogans.

Hong Kong Barrier

UNTIL VERY recently the authorities in British Hong Kong have welcomed all who succeeded in escaping from Communist China. For a refugee population of over a million, packed into an extremely limited space, they have done a remarkable job of organizing industries and providing housing and sustenance, with the help of private relief agencies. But Hong Kong barred nearly ten thousand refugees from entering, and shipped them back to China, the first eleven days of this month.

Trade restrictions are a contributing factor, for the outside world recently set stringent quotas on Hong Kong's textiles, and many of the city's looms are now silent. Moreover, there is a rumor that Kwangtung Province (Canton) plans to disgorge three hundred thousand additional hungry victims upon this already overcrowded area.

Clearly the colony is unequal to absorbing many more. That puts the problem squarely up to other countries which up to now have left it to Hong Kong (and Portuguese Macao). Bishop Edward Swanstrom and representatives of other concerned relief agencies are calling for immediate international action. Since flight is permitted if not encouraged by the Chinese Communists, the prospect for those turned back at the border is starvation rather than imprisonment. Two-China complications deprive these refugees of U.N. status. A many-nation resettlement program in which America takes part offers the only acceptable solution.

No Cash, and Carry

EVERY YEAR, from April 15 on, our papers and magazines are filled with lamentations about income taxes. Like the weather, taxes get talked about incessantly, but nobody ever does anything about them. I have a plan for doing something.

Anyone who has given thought to the matter knows by now that while the creation of wealth is still important, it is far less important than the creation of consumption. The facts concerning our excess productive capacity, and the rate at which technology is nourishing it, are too well known to dawdle over here. Yet the existing economic *modus* continues to reward the creators of wealth, and to fetter those most able to do the really basic thing, to consume. This is not as true as it once was, as any Republican businessman will testify, but the modifications that have been made, such as the graduated income tax, social security and the gains made by collective bargaining have not been enough, clearly. What is more, because we continue to cherish a number of outmoded illusions, our lives have been fraught with the tension that comes from acting hypocritically.

My proposal involves two simple steps. The first would be to repeal all Social Security, Federal, State and local welfare legislation, and to liquidate private and union pension plans. While this is taking place, every man, woman and child in the country would be issued one each of a Diner's Club and an American Express credit card. These credentials would be used in the same way they are now, but with the adoption of a single measure that could be accomplished in one morning: Each credit card company would become a "member establishment" of the other. Hence, when a card holder receives his bill from one club, he merely puts it on his account at the other.

With so much purchasing power residing in these cards, establishments which are not now members, including doctors and hospitals, utilities, laundries and the like, would line up to join. Note that each card holder would be completely free to choose from among existing stores, brands and purveyors of services. The choices he makes will be a much truer index to his wants than are those he now makes. The scheme would also recognize implicitly the truth of the contention made by many businessmen and doctors, i.e., that having been taxed to death by the Government, labor unions and inflation, they have lost the incentive to work except, presumably, for love.

Now, work done for love is clearly better than work done merely in order to sustain or improve the capacity to consume. Thus, the quality of goods and services would immediately improve. Doctors, for example, could choose the patients with ailments that interest them, and patients could choose doctors that interest *them*. The terms of business competition would change from the chase for the buck into a contest for the status, prestige and national honors that come with outproducing, outselling, and outwitting a competitor. The need for labor unions and the temptation to price conspiracies would disappear. Bosses would have to persuade such workers as are left to do a job, and thereby test their ingenuity in human relations. The workers, after getting a good taste of credit card leisure, will line up again for jobs, but only the kind of jobs they want. What could be more in the American spirit?

Step two is made necessary by the two serious ob-

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jections to the scheme. Objection one: Some goods are naturally scarce. Also, there will always be men who endeavor to gain power by creating a scarcity of goods over which they have control. As idle as the speculation may seem in the midst of our existing affluence, the demand for some goods may exceed the supply. How may these be allocated justly? Objection two: Even after the welfare operations cease, and the temptation to entrepreneurs to bilk consumers, or misrepresent, is eliminated, governments will still require manpower and material resources in order to provide for the common defense, keep order, and to collect statistics no one else wants to bother about. Both these objections are nettlesome but, fortunately, not fatal to the plan.

FIRST, remember that not all people are born with the same physical capacity, or imagination, to consume. As President Kennedy said to the army reservists, "Life is unfair." And unlike utopian schemers, I have no compulsion to tinker with human nature. Now, instead of paying a portion of his income to the Government in the form of taxes, each citizen will send *all* the money he earns to Washington. Then, instead of the President having to propose a budget each year to the people, each person or household will submit a budget to the Government every year on April 15. This budget is to take the place of the federal income tax return. The purpose of this budget is to establish limits, year-to-year, upon the individual's use of his credit card *according to his demonstrated capacity to consume.*

Before examining how this will work, it will be necessary to establish the need for two additional types of currency. The consumption unit, so as not to cause unnecessary confusion, will continue to be called a dollar. The currency represented by payments sent to the Government will be called a galbraith. Ten galbraiths will equal a keynes, and 100 keynes will equal a marx. (This is a gesture to improve international relations, and should not be used unless the Soviet Union agrees to engrave a likeness of George Washington on the ruble. Otherwise, being a bill of large denomination, it should be called a buckley.) More about the galbraiths in a moment.

The third currency, to be called a funston, is for use in trading on the major stock exchanges. Use would be strictly limited to this purpose. At the end of the year, the trader or investor with the most funstons will receive a gold People's Capitalism trophy, inscribed by the Secretary of the Treasury.

In the first three years the plan is in operation, the Government may raise no questions concerning the size of the budget submitted by citizens. This is to allow people time to get accustomed to the new system. After that time, however, a computer will be employed to strike an average of each citizen's consumption in the previous three years. From then on, each individual will be limited, by general budget categories, to consumption of an amount only six per cent greater than the previous year's consumption, so that the more he consumes, instead of the more he saves, the greater will be his purchasing power. One exception will be made when the individual reaches age fifty. Then, the amount of dollars represented by the difference between his peak consumption year, and those in his declining years, he may accumulate to pass on to his heirs. They, in turn, must demonstrate the capacity to use these dollars, or lose them *es cheat.*

IT WILL be immediately clear to the discerning reader that consumers now have all the dollars, and the Government all the galbraiths. This is as it should be. Now, all goods too scarce to fill the demand for them will be taken off the open market and listed every year in a Government catalogue, along with certain other desirable goods, such as a specified number of first-class steamship passages, mink coats, jewelry, whatever model of automobile Frank Sinatra happens to be driving, foreign exchange to be used at Monte Carlo, personal notes on White House stationery, and other items to be decided by the Congress.

Such commodities will be purchasable *only with galbraiths* and a moment's thought will reveal that the Government will have no trouble whatever recruiting men and materials. A portion of the galbraiths will each year be redistributed to states and municipalities, according to their rate of private consumption in the previous year. The outbreak of public-spiritedness that would result would immediately put a stop to talk about our unwillingness to make sacrifices. Scientists would line up for Government jobs; science education would prosper. Teachers would come into their own. Policemen would work cheerfully, untempted by dollars. One can, on a moment's reflection, draw up a catalogue of prestigious benefits that would outweigh the Manhattan telephone directory.

One note of caution. The plan I have outlined is so explosive in its implications that once it is adopted it will be in constant danger from its supporters, who will want to extend it dangerously. To be sure, I have no illusions that, despite its inherent reasonableness, the plan will be adopted overnight. But I have every confidence reason will prevail. I fear only that after the plan is in full force, some well-meaning, zealous voice will rise to "build on" my work by suggesting that consumption be made *really* democratic by disposing of credit cards, and replacing them with small pieces of parchment bearing a patriotic insignia of some sort, good for purchase of all goods. This would be *Socialism,* and the voice that urges it should be stilled at all costs.

EDWARD ENGBERG

(Mr. Engberg, a previous contributor, has written for Fortune, the New Leader, and other American journals.)

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How Serious is the Disagreement between the U.S.S.R. and China?

Chopsticks in Albania

MING HO

A RECENT visitor to our campus, speaking on the subject of Sino-Soviet relations, concluded his remarks with a story attributed to Premier Khrushchev's inexhaustible fount of proverbial wisdom. The story was that Premier Khrushchev, speaking before a Russian audience, declared, "One must beware of Albanians using chopsticks." The anecdote brought down the house.

As in most jokes of this kind, the effectiveness of the humor may depend as much upon our frustration and fear as upon the incongruous international situation accented by this anecdote. The story attributed to Khrushchev may be apocryphal, but the fact that it was highly appreciated by an American audience may indicate our frustration with a perplexing situation, and show our tendency to dismiss a thorny issue, if only for the moment, in a facile manner.

Since the middle of 1960, Communist China appears to have withdrawn from a state of relative isolation into a state of complete isolation. Only one Western correspondent has been admitted into Red China during the past twenty-one months; and, significantly, the National People's Congress which convened in Peking recently—meeting for the first time in two years—barred all foreign diplomats and correspondents from its sessions. Hence, even with global news-gathering facilities, the Western world has had but meager gleanings. One must, therefore, face the fact that much journalistic speculation on the nature of the Sino-Soviet split, and on the strength or weakness of the Communist regime in China, rests mainly on conflicting reports and half-truths.

Specific questions frequently asked about Sino-Soviet relations are these. How serious is the disagreement between the U.S.S.R. and China on the question of war and peace? Will there be a reconciliation between Mao's advocacy of worldwide revolution even at the risk of general war and Khrushchev's proclaimed confidence in the superiority of peaceful co-existence? How does the Soviet Union's avowed purpose to raise the standard of living at home appear to the lean and hungry Chinese? Has Mao stoically resigned himself to the denigration of Stalin? Or hasn't General Hoxha, Mao's minion and protégé, been called by the Russians a dangerous "revisionist" and a renegade? When will Red China, with or without Russian help, be able to explode her own A-bomb?

Many current answers to these questions rely on inventiveness and ingenuity more than on accurate information; for the massive security measures of the Communist closed societies are, undoubtedly, quite effective in areas of high strategy and policy intentions. But answers can be suggested; for some realities are too difficult to hide from the rest of the world.

THERE IS good foundation, for instance, for the persistent stories about the widespread hunger among the people in mainland China. With the exception of party cadres, millions of Chinese have been living on a near-starvation, meatless diet for several years now; the ration of rice and other essentials, and even of household goods, has been cut and cut again. Bloating and other evidences of deficiency diseases are rampant, as numerous letters from mainland China can testify.

The irony of the situation is apparent to all: that a party hailed not so long ago as a party of "agrarian reformers" is now literally "begging" for grain in the international market, unable to find a way to save "face" as well as to save the lives of millions. The grim and the ludicrous exist side by side: witness the ration, recently imposed, of thirty sheets of toilet paper a month to each person, as if to say that the natural biological functions of the human body could be regulated as mechanistically by Marxist laws as the supply and consumption of goods.

Those who question the internal strength of Communist China today point to the stories about the spread of discontent among the people; and they speculate that the Peking regime is—or should be—on the verge of collapse. Hasn't there been a steady influx of refugees who risk their lives to cross into Macao or Kowloon? Hasn't there been a Communist airman who recently piloted a Russian-built MIG-15 to Taiwan and claimed his reward of $35,000?

In other words, the West is thoroughly puzzled by the fact that Communist China, still an economically

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MING HO, a previous contributor to these pages, is a native-born Chinese who is now a citizen of the United States.

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backward nation and at least thirty years behind the U.S.S.R. in industrialization, has dared to air her differences with the Kremlin in public. A nation, apparently still not a member of the nuclear club, has dared to champion nationalistic movements all over the world, to expound the heresy of the inevitability of war, and to aspire to leadership among all Marxist countries. To understand this curious situation, compounded of aspirations and hardships, is not easy; but a good beginning could be made if Western observers would bear in mind that what is magnified by the West is not always what the Chinese consider important; and what the Chinese themselves consider all-important, and therefore capable of being attained, is often ignored by the West.

First, what Westerners are likely to forget is the strong ethnocentric character of the Chinese people which has long been evident in the course of Chinese history. Commissioner Lin, who burned the opium stocks and caused the outbreak of the Opium War in 1840, when China still did not have modern warships and cannon, wrote to Queen Victoria in this vein: "Our Celestial Dynasty rules over and supervises the myriad states, and surely possesses unfathomable spiritual dignity. May you, O King, check your wicked and sift your vicious people before they come to China in order to guarantee the peace of your nation. . . ."

Admittedly, the moral indignation that prompted these words from a Confucian scholar-official is not the same as what lies behind the bellicose pronouncements from Peking. Yet the fervor of self-righteousness has not dimmed with age; rather, it is stronger today, fanned as it is by twentieth-century nationalism and the dream of a Communist world order. Therefore, despite the traditional Chinese suspicion of all foreigners, Russians included, the ideological unity that binds the two countries is too strong to be ignored. That they can afford to quarrel in public is more a sign of their strength than it is a sign of weakness.

When Mao speaks of the "east wind prevailing over the west wind," he is merely rendering into a poetic language, as befitting an Oriental mystic, Khrushchev's cruder and more famous words, "We will bury you." Could anyone be so naive as to think that the ruler of the Kremlin, whoever he may be, would spurn this goal rather than do everything in his power to advance it?

SINCE NATIONALISM is a two-edged sword, the Sino-Soviet alliance, like any other alliance, cannot escape occasional stress and strain. On the diplomatic front, the Kremlin's castigation of Enver Hoxha is returned in kind by the vitriolic invectives the Maoists hurl against Tito; and Khrushchev's ire at China's expanding aid to Albania appears to be mounting. But what dramatized the widening dispute to the rest of the world was the sudden departure of Chou En-lai from Moscow last October before the adjournment of the 22nd Party Congress. This was followed by Peking's announcement that the next session of the National People's Congress would be held on March 5, and so conflict with the date that Khrushchev had set for the opening of the Central Committee of the Communist Party in Moscow.

On February 14, at the anniversary celebration of the Soviet-Chinese Alliance in Moscow, according to a New York *Times* dispatch, what was once a gala affair at the Chinese Embassy attended by all the members of the Presidium became for the first time a perfunctory business attended by no higher-ranking official than Gromyko. About two weeks later the Soviet government announced the appointment of a new ambassador to China, General Panyushkin, a former security officer and a *persona non grata* with Mao. To these indications of a split must be added reports of the withdrawal of Soviet technicians from China and the curtailment of loan and trade and air-service between the two capitals.

Yet, despite these irritations and personal affronts, the Hsinhua (New China) News Agency announced on March 2 the postponement of the National People's Congress from the first announced date of March 5, which had so patently conflicted with the meeting of the Party Central Committee in Moscow. Though no new date was mentioned in this dispatch, delegates were asked to register by March 19 or 20. The fact that the National People's Congress was postponed and did not convene until March 27 appears to indicate that the Soviet view finally prevailed.

This "rubber-stamp" National People's Congress followed a series of policy-making meetings, but it is not yet known to what extent the Sino-Soviet differences were aired at this Congress or what kind of *rapprochement* between the two nations was sought or announced. What is important to remember, however, is that neither side can afford any open break and therefore both sides must be prepared to make adjustments. Certainly, both parties are beginning to know their mutual needs, and the separate roles each can play to advance their common goal appear to be more clearly defined than hitherto.

What could be more calculated to incite revolutions abroad than the talk of the inevitability of war? Or

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what could be more profitable than gaining time by continued negotiations with the West? Obviously, we cannot expect one party to be able to restrain or to push the other party beyond the point where apparently contradictory policies cease to be advantageous to both. In time, even the Albanian issue could be settled if, for instance, both parties would accept the decisions of the 22nd Party Congress.

Sheltered by the nuclear umbrella of the U.S.S.R., the Chinese could always point with pride to the achievements of Soviet technology and say, "Look, this is what we can become"; while their espousal of asceticism, their discipline, and their non-Caucasian racial identity would serve to exploit the line of kinship to the underdeveloped nations of Africa and Asia, to whom they say, "This is what we are doing and what *you* can do." "Standing on two legs" is Communist China's current slogan where the term "two legs" refers to the twin emphasis on agriculture and industry (in previous years the same term has been used to designate other things such as native medicine and modern medicine). Long accustomed to any concepts of dualism or "contradiction" (a term Mao borrowed from an ancient Chinese philosopher), the Chinese can see "hard-sell" and "soft-sell" as one and the same thing. A *single* chopstick is no good for anybody, Albanians included.

THAT THERE is a "fermentation" within the Communist empire cannot be denied, but how it will benefit the West is still difficult to predict. If the situation is fraught with both danger and opportunity, it is because when one party is pressed too hard in any one direction, the other party might choose to take greater risks and commit the folly of indiscretion. If Mao should consider the cause of world socialism jeopardized by Khrushchev's giveaways at conference tables in Geneva or elsewhere, Red China might intervene more boldly in the Laos area, in Singapore, in Angola, along the Indian frontier, or across the Formosan straits.

On the other hand, if the menace of Maoism should prove too strong for Khrushchev, both at home and abroad, the Soviet position at international conferences might be expected to be somewhat moderated. If the two giants of Communism should drift further apart than they appear to be doing at present, it would not be because of ideological differences, but because of circumstances arising from their pursuit of differing tactics.

In assessing the present situation, it behooves Western observers to recognize quite clearly the source of the stability of the Maoist regime, beset as it is by numerous difficulties. The strength of the mainland government is derived primarily from a singleness of purpose shared by the ruling clique and the "mass-line," from the unanimity of view among the seven top leaders who are members of the Standing Committee (Mao Tse-tung, Liu Shao-chi, Chou En-lai, Chu Teh, Lin Piao, Teng Hsiao-ping, and Chen Yun), and from the proven efficacy of their method of control—namely, the power of persuasion.

The adulation of Chairman Mao by the Chinese is something that belongs to an entirely different order from anything ever accorded to a Kremlin leader, past or present. Mao and his associates, who determine Chinese policies, have been comrades in arms since the days of the Long March; hence, they are able to speak with a single voice, while discord has marked the Kremlin claque since Stalin's death. Unlike Khrushchev, Mao does not have to worry about "revisionists" or "deviationists" at home; thus, his hands are freer to gamble elsewhere if necessary.

The power of persuasion, too, has a uniquely Chinese ring to it. An ideal sovereign, says Confucius, governs a nation by virtue and is like the North Star which remains in its place while the other stars revolve around it. Also, according to Confucius, the character of a sovereign is like the wind, and the character of the people like the grass; and "the grass bends in the same direction the wind blows." This kind of harmony, to the Confucianists, could only be developed by education; and to be educated in the Confucian classics was once the only road to officialdom. Today everyone in China, regardless of sex, age, occupation or nationality, must thoroughly understand "the thought of Mao."

MAO'S THEORY of education is based on the idea that no one can become an expert in anything unless he first becomes a Communist. Education in China today, on every level from kindergarten to graduate schools, is focused on the three P's; namely, politics, production, and party control. In other words, education must serve politics, must increase production, and must operate under party control. The aim of education is to produce a man or a woman who is both "red" and "expert," just as it was deemed necessary in the Confucian society for an official to become a Confucian gentleman before he could be a good official. The thoroughness of this method makes Mao's "red-and-expert" theory of education a far more dangerous weapon of revolution than guns and planes, and it is being exported into other countries in Africa and South America.

A Canadian just returned from a five-week trip to China, Dr. Denis Lazure, recently published an interesting article entitled "The Family and Youth in New China: Psychiatric Observations." In this paper the author reports on the results of his administering some psychiatric tests to fifteen Chinese school children, aged ten to sixteen years, in Canton and Shanghai. Since Dr. Lazure had asked for and been granted the privilege of giving these tests, as was pointed out in the article, the children tested were selected members of the "Young Pioneers," perhaps New China's most "ideal type."

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Nonetheless, the results are revealing. In these tests, through an interpreter, the subjects were asked such questions as "What is the most favorable thing that someone could say about you?" "What is the best or the worst act you could perform?" "What makes you sad?" Only one question, the author points out, brought a unanimous response from the subjects. The question was "What is the worst act you could perform?" to which, Dr. Lazure wrote, "With apparent sincerity and conviction, they all replied, 'It is impossible for a Pioneer or for a good student to commit a bad act.'"

The conclusion of Dr. Lazure's study is that "it is precisely the use of 'persuasion' which has contributed more than any other factor to the weakening of emotional ties to the family; a method which has managed to present the Party leaders, not as obstacles between the child and his parents, but rather as infinitely wise and generous beings. . . ." Far more than a Pioneer, Chairman Mao can do no wrong: his ideas are always correct, whether they are to "leap forward" or to take a few steps backwards, whether he challenges and defies or retreats and recants.

ON THE basis of what we do, and do not, know about what is going on in Red China today, we must rule out certain prevalent misconceptions. First, we must erase from our minds the frequently-raised supposition that the Chinese throughout history have always been able to "conquer" or absorb their "conquerors"; instead, we have to believe that the Communist revolution in China was led, and is still being supported, by the Chinese themselves. Furthermore, what gives solidarity to the Peking regime is precisely those elements of an authoritarian society that Confucianism has fostered and developed.

Second, despite unbelievable hardships and sacrifices borne by the people (as they have borne similar ones in the past), we can see no possibility of a mass revolt, to be touched off by a "holy expedition" from Taiwan. The elaborate Party organization for the direct control of the people has made any large-scale uprising quite impossible. Third, despite her differences with the U.S.S.R., China is still an ally of the Soviet Union, irrevocably bound to her for reasons of need, for prestige, and for the sake of a common goal. That there has been a systematic, or even complete, withdrawal of Soviet technicians, if true, can be interpreted to mean that China wants today to stand truly on her own, "standing on two legs." By showing a degree of independence from the Russians, the Chinese can proclaim before the whole world that they are the lords and masters of their own house.

There is a Chinese saying which is often used as a term of praise by parents and teachers, a saying that epitomizes the Chinese cult of perfection. Translated, it reads: "Azure is derived from blue but excels blue." No one could question that Chinese Communism is meant to be far redder than red. There can be no irreconcilable quarrel, no fundamental conflict, between what is red and what is redder.

The True-Blue Schoolhouse

PETER SCHRAG

THE UNEASY post-McCarthy *détente* between the fundamentalist right and American education has come to an end. So far, the attacks of the 1960's have not been nearly as dramatic as those of the McCarthy period; at the same time the new wave of right-wing pressure may be more subtly effective in shaping the substance of American education. The entire character of the attack—if it can even be called that—is as different from the pyrotechnics of the early fifties as subversion is from frontal assault.

By and large, the efforts of the John Birch Society, the National Education Program (of Searcy, Ark.), the Foundation for Economic Education and other ultra-conservative organizations are directed not so much to hunting out teachers with liberal views as they are to capturing local school committees, influencing book selection and controlling the content of courses required by state education laws or state and local school authorities.

"We're getting our people elected to school committees . . . We're pointing out bad books and getting the worst of them thrown out," Birch leader Robert Welch was recently quoted as saying, and the indications are that his organization, though often unidentified, is active in a good many communities. In Gloucester, Mass., for instance, two known Birchers were recently elected to the six-man school committee, and in Fullerton, Cal., a Los Angeles suburb, Birchers and other right-wing elements conducted an intensive campaign of harassment against the schools, against Fuller-

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ton Junior College and against their personnel and students. Further, an itinerant committee of the Texas legislature has in recent months been conducting textbook hearings which are confined to unstructured assaults from reactionaries against uses of the word "democracy" in textbooks, references to the United Nations and Darwinism, the omission of "the other view" of the income tax amendment, failure to mention F.D.R.'s "betrayal" at Yalta and the inclusion of stories by Benet, Faulkner, Steinbeck and Hemingway which "have a pattern of that same reality and sordidness as on TV and in the movies. . . ."

These incidents, among others, represent only scattered evidence that there is any new pressure from the right. According to Richard B. Kennan, executive secretary of the National Education Association Defense Committee, the resurgence of trouble is largely regional in character, being most evident in California, Texas and Arizona. But even the regional attacks would amount to no more than a sprinkling were it not for a major new development in American education: courses on Communism taught with an overt right-wing slant. To a surprising extent, the educational powers—the school superintendents and school committees—are going along with these courses, with their slant and, in some cases, with the conservative elements which are suddenly endorsing them.

In Massachusetts, for example, a bill was introduced a few months ago requiring that "the dangers of Communism be taught in all public high schools." The bill's sponsor, Sen. Richard D. Caples, is a conservative Democrat who spends much of his spare time showing the controversial film *Operation Abolition* to civic groups. The bill requires that "such instruction . . . shall emphasize that the free-enterprise-competitive economy of the United States provides higher wages, higher standards of living and greater personal freedom . . . than any other system of economics on earth." It passed the Senate, but was defeated in the House. Opposition came from the American Civil Liberties Union and from other liberal elements. The State education authorities gave it their tacit support and are now surveying the State to see where and how Communism is being taught.

THE SPREAD of courses on Communism represents perhaps the biggest triumph of the resurgent conservatism in the schools, not because of the subject, but because many of the new courses are heavily attacked with right-wing indoctrinational material. Among the objectives of the mandatory Louisiana course is the understanding that "socialism and the 'welfare state' are way stations on the way to Communism," and that "well meaning but impractical 'do-gooders' and disgruntled intellectuals are often duped into spreading the party line . . . these persons help cause the confusion and unrest on which Communism thrives." Underlying the course is the tenet that "America must establish final and complete victory over Communism as its primary goal for the future." The Louisiana bill, urged by the American Legion and the State Bar Association, passed with the enthusiastic support of education authorities. A similar course in Florida was designed with help from an advisory committee composed of Legionnaires, school teachers and state politicians. And among the premises of the optional course in Boston schools is the notion that "intrinsically Socialism is an evil and as inimical to liberty and democracy as is Communism."

Courses in Communism are now, in the words of a representative of the textbook industry, "the hottest thing around," and school officials and publishers are racing to prepare materials and courses. The dash to be there first with the most on Communism has a faddist quality: "it's the driver education of the sixties" said a publisher's representative. Next fall mandatory or optional courses will be offered in Louisiana, Florida, Utah, California, Texas, New York, Virginia, Pennsylvania and in countless large cities in other states.

Considering the materials now being used, most of the courses represent a great and sudden influx of right wing ideas into the classroom. In New Bedford, Mass., for example, the Communism course relies on a bibliography that reads like the *Who's Who* of the Right: Fred C. Schwarz of the Christian Anti-Communism Crusade; W. Cleon Skousen, former F.B.I. agent and a favorite lecturer at right-wing "seminars"; Robert Morris, former Counsel to the Senate Internal Security Subcommittee; and others. The Florida law (inspired by a campaign sparked by that National Education Program) requires that the publications of the House Committee on Un-American Activities and the Senate Internal Security Subcommittee be used as the guides to the instructional material, and Houston's new required high school economics course is a lengthy polemic on the virtues of unrestrained capitalism (e.g., "the great mansion and the small cottage differ only in size rather than basic quality").

At this moment, only one or two textbooks are on the market; among the most commonly used is *Democracy vs. Communism* by Kenneth Colegrove, a tedious comparison of Soviet and U.S. institutions. An indication of those who are interested in its use is given by the author's preface to the second edition in which he writes that the most common objection to the first edition was to the use of the word "democracy" in the title. Mr. Colegrove, an editorial advisor to Welch's magazine *American Opinion*, said the critics urged that "democracy" be changed to "republic." Mr. Colegrove resolved the problem with a new book, *The Menace of Communism*, which contains ten of the twelve chapters of its predecessor.

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Most commonly, the literature used in the Communism courses represents a haphazard collection of material containing a large dosage of books from the Birch Approved List: *McCarthy and his Enemies* by William F. Buckley, Jr., and L. Brent Bozell; *Out of Bondage* by Elizabeth Bentley; *The Web of Subversion* by James Burnham; books of John T. Flynn, Joseph R. McCarthy; Eugene Lyons, Freda Utley and Frazier Hunt. Perhaps the favorite bibliographical item is J. Edgar Hoover's *Masters of Deceit.*

THE EDUCATIONAL rationale for the new Communism courses transcends the normal standards of classroom and curriculum. It is clear, as a Massachusetts education official said, that Communism exists, that it has a profound influence and that it is impossible to teach contemporary affairs or modern history without taking account of it. But this is the not the rationale for the new courses. Arguments for these courses—and for other right-wing activity in the schools—often rest on a combination of fright and an eagerness to make the schools a fortress in the Cold War.

With the general "crisis in education" putting the schools and colleges in the public spotlight, the educational world is trying desperately to justify itself and to become identified with great national purposes. In some ironic way, indoctrination against Communism seems to stem from the same impulses that generated the crash programs in science after the launching of Sputnik. The school people do not want to be left out of the Cold War. Although many reject the idea, there are those who point to the success of Chinese brainwashing in Korea and who advocate a kind of pre-brainwashing in the schools. Perhaps the greatest exponent of this philosophy is Dr. George S. Benson, president of Harding College in Searcy, Ark., and head of the right-wing National Education Program, a major source of right-wing educational material.

"Why will some Americans," Dr. Benson said, "blessed with freedom and the choice of so many opportunities, bend an ear to assist a rampaging, Godless despotism? Why in Korea did our G.I.'s turn to Communism? . . . The simple truth is that we have too much neglected to emphasize the building of Christian character in the home, in the school and in the local and national community. We have generally neglected to teach love for country and appreciation of the American pattern. . . ."

Texans for America follow up the Benson thinking in their manifesto against the textbooks: "The stressing of both sides of a controversy only confuses the young and encourages them to make snap judgments based on insufficient evidence. Until they are old enough to understand both sides of a question, they should be taught only the American side."

The apparent resurgence of extreme conservatism in America is divided among countless movements, one often hostile to another. Generally however, the groups fall into two categories: the intellectualized Right represented by William F. Buckley, Jr. and his *National Review* and the Know-nothingism of the Birchers, the Minutemen and the various "crusades." The Buckley group, more concerned with the colleges and universities, with students and intellectuals, is trying to reach students directly through such organizations as the Intercollegiate Society of Individualists and Young Americans for Freedom—and claiming some success. The Know-nothing right is trying to work through the educational power structure, especially in the public schools. It suspects any conspicuous use of the mind. The Buckleys object to the liberals at Harvard and Yale but they object even more to the fact that there are so many of them. The Know-nothings have crossed Harvard and Yale off the list as hopeless. The thing that frightens Dr. Schwarz (of the Christian Anti-Communist Crusade) most, for example, is the Communist appeal to the "student-intellectual," while Welch seems to be of two minds, attacking "today's literary egg-headism of the right," then defending the *National Review* (which had attacked him) as "having an appeal to the academic world which is of tremendous value to the conservative cause."

No one can tell whether the pressures from the extreme right will increase or decline. Yet it is clear that the schools, governed by boards and superintendents sensitive to outside opinion and eager to show they are doing their part in the Cold War, have shown more than a little tendency to shift to the right in the past year or two. The temptation to solve sticky problems with indoctrination and restrictions always exists. If the United States suffers additional reverses at the hands of the Communists, if the Cold War intensifies, if the frustrations mount, then the school barometer will register the change.

Innocents

They paused piously before each cage,
But they did not believe;
For who could believe in the big birch elephant,
The hat-rack elk, or the mangy moulting camels;
Or the giant growling cats, the screaming millinery birds?
And most certainly not in the black and rubbery
Slippery seals that jumped six feet from the water.
But little girls held their dolls much tighter,
Kept a respectful distance from the bars,
And some little boys let go of their balloons
To grasp a father's gnarled and tender hand,
Though even he looked doubtful.

PHILIP MURRAY

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A Hard Choice

NORMALLY, I can take conventions or leave them alone—preferably the latter. Reading the published accounts of the fifty-ninth annual convention of the National Catholic Educational Association, though, I found myself wishing I had been able to be in Detroit for the affair.

The theme of the convention this year was "Fostering the Ecumenical Spirit." This was reflected in various of the addresses to the assembled teachers, particularly in the message from Augustin Cardinal Bea, head of the Secretariat for Promoting Christian Unity, in which he spoke of the "absolute necessity" of forming "apostles of unity." Surely this effort is bound to have an effect in schools all over the country, and I don't see how the effects can be anything but beneficial.

Of the many convention features reported on, one that struck me as particularly interesting was a spirited debate between a nun and a laywoman before three thousand sisters and lay teachers. The question: should Catholics build their diocesan school systems with emphasis on elementary schools or is it better to concentrate on high school and college level education? This is not, of course, a new subject, but only in very recent times have we begun to show much disposition to face it—and even now, I am afraid, there is a tendency in some quarters to treat any suggestion of change as high treason.

The nun, Sister Ann Virginia of Monroe, Michigan, was the one who criticized the idea of limiting Catholic education mostly to grade schools; the laywoman, Mrs. John O. Riedl of Milwaukee, Wisconsin, held out strongly for Catholic elementary education. Both speakers held the ideal to be a totally Catholic education. At the same time, however, both had to recognize that in fact only fifty per cent of American Catholic children are in Catholic schools now. Given this situation, what should we do?

Sister Ann Virginia called for emphasis on quality education, beginning in the high school and extending as far downward as is practical. Her arguments were therefore in line with the proposals by Archbishop Lawrence Shehan of Baltimore, put forward some years ago when he was president of the National Catholic Educational Association. "Do parents really want quality sacrificed to economy?" Sister Ann Virginia asked. And her own answer was clear: "Catholic parents will continue to sacrifice for their schools only if the product shows the stamp of excellence."

The laywoman, on the other hand, argued against the "wretched compromise" of emphasis on the higher grades. If Catholic elementary schools were cut down, she argued, "there would be a tremendous cooling-off by Catholic parents toward Catholic education." Furthermore, she said, the major source of religious vocations would be cut off. "The last state of our schools," she concluded, "would be worse than the first."

One of the troubles with such debates, of course, is that all the facts are not yet in, and it is hard to see how we can ever get them without putting the matter to the test. But there is one hard piece of information we do have, and that is the fact that today five million Catholic children are unable to attend religious high schools. With this in mind I am inclined to line up with Sister Ann Virginia and Archbishop Shehan against Mrs. Riedl.

I know no one who suggests that the shortage of teachers will end or that the financial squeeze will ease up. I know many who say both will get much worse, and soon. In many parts of the country right now the choice really does seem to lie between concentrating on grades one to eight or on grades seven through twelve. If I lived in such an area and were given such a choice, this is one parent who thinks it would be better to skip the first six grades in favor of Catholic junior and senior high schools able to take most of the children who apply.

We will know about religious vocations only after the system is tried out. Unless and until I am shown otherwise, though, I can't accept the notion that the number of religious vocations is so completely dependent on grammar school education as Mrs. Riedl and others would have us believe. Indeed, it seems to me that one can argue at least as convincingly that if our emphasis shifted to the upper grades, more and not fewer religious vocations would result.

As far as general religious formation and education are concerned, we do not yet have enough data to make a firm judgment. But at this point I am persuaded that religious schools are more important for children aged twelve to eighteen than for those from six to twelve. With education by the parents and parish catechetical programs, the needs of the young child can be cared for—or cared for better, at any rate, than parents unaided can care for those of the child between twelve and eighteen.

Six to twelve is formative, but I see the years between twelve and eighteen as crucial. For my part, at least, this is when I would most want a full-time religious school environment and the best kind of religious education for my children. And despite the fact that the opposite view was upheld by a laywoman at the N.C.E.A. convention, I suspect that many and perhaps most Catholic parents would agree if the matter were put to them.

JAMES O'GARA

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THE SCREEN

Terre Haute Was Never Like This

IT COMES as no surprise that the family who take a trip to Europe in Walt Disney's new movie are more like the old Andy Hardy clan than the moderns turning up in the current neurotic family cycle. In fact the Willards of Terre Haute, Indiana, portrayed in "Bon Voyage" (Buena Vista) aren't even vaguely related to the Ohio Willarts whose maladjustments were on display last month in "All Fall Down." Although Papa, played to the hilt by Fred MacMurray, gets tied in frustrated knots over procedures in France and his family's behavior there, this "Bon Voyage" family is as normal as blueberry pie and as corny as Kansas in August; and their story, even with its sweet and poignant episodes, is played mainly for laughs.

From the beginning, with the family racing in a New York taxi to the Hudson River Pier where they board the S.S. *United States*, the pattern is set and the end predictable. Mom (played with attractive middle-aged respectability by Jane Wyman) and Pop have been planning this trip since they were married twenty-two years ago; but what with one thing and another, like the rearing of their three children, they couldn't get away even now.

Even before the *United States* is able to shove off, events begin to pop for the Willards: Mom's classy Boston friends shove Pop out of the farewell party; the Willards' twentyish daughter (Deborah Walley) starts a heavy romance with a young playboy (Michael Callan) that becomes an on-again-off-again affair from then on; the bored teenage son (Tommy Kirk) stops grumbling long enough to chase a few romances of his own; and the young son (Kevin Corcoran) wears out his father with games and mischief.

The rest of the sea voyage is more of same; and so is the tour through France where there is remarkably little sightseeing except for the obvious Eiffel Tower, Notre Dame, Sacré Coeur, streets of Paris and beaches of the French Riviera. But "Bon Voyage" does concentrate on cozy family problems, most of which the Willards brought with them and could have stayed home with in Terre Haute. Director James Neilson manages to get a lot of fun out of Bill Walsh's script (from the novel by Marrijane and Joseph Hayes) while the cast alternates between tender and hilarious scenes. Audiences whose preferences for family-life-in-movies run to "Through a Glass Darkly" and "A Taste of Honey" will find the Disney film too wholesome and sticky by half; moviegoers who like handsome Technicolor productions with genial casts portraying happy, ever-loving families will enjoy every minute of Disney's long and bon voyage.

PRODUCER-director Roger Kay and his scriptwriter Robert Bloch would have been wiser if they had started fresh and named their film something other than "The Cabinet of Caligari" (20th Century-Fox). The 1919 German film, "The Cabinet of Dr. Caligari" made by Robert Wiene, with its expressionist settings and unconventional horror story seen through the eyes of a madman, is famous as a cinematic landmark. In his fine book on German films, *From Caligari to Hitler*, Dr. Siegfried Kracauer shows the importance of this movie in Germany. But its influence elsewhere has been considerably less—except for its success in the 1920's in winning audiences to the possibilities of art in cinema and for its encouragement for further experiments. The story, with the sinister villain who later turns out to be the chief psychiatrist, is now rather tired Freud.

The new "Caligari" is a long way from the original. Its main character is now a woman who comes to the handsome house dominated by Caligari. She insists she's been drugged and kept against her will, and one strange event after the other increases her uneasiness and the audience's. Since the keys to the whole situation are not revealed until the final scenes, I shouldn't talk too much about the plot. The modern sets and use of color are especially interesting although the original film's expressionist décor is used in only one wild phantasmagoric episode. A student of psychology will find that the concepts involved in the story are valid but not particularly deep. And the cast, which includes Dan O'Herlihy, Constance Ford, Dick Davalos, Lawrence Dobkin and Estelle Winwood, is good throughout. Glynis Johns is superb in the lead role and makes the most of the unconventional story's opportunities to run the gamut. "Caligari" isn't exactly a horror picture, but even if you're with it, it will keep you in an edgy suspense.

STUDENTS OF cinema who may be curious as to how an up-dated "Caligari" came out will be even more interested in an early Ingmar Bergman. His 1948 "The Devil's Wanton" (Embassy Pictures) is now being released here for the first time, and it is worthy of attention mainly for its hints of later Bergman. The script, written by Bergman, is a rather naive affair concerned with a group of young people: a movie director, a prostitute who lives with her pimp-fiancé and her sister, an alcoholic journalist and his wife. They are involved in a melodramatic plot that is trying to say that life is a cruel but seductive path between birth and death, but the picture is so lugubrious that one can hardly take it seriously. Under Bergman's direction, the acting, by an attractive young cast (and not his later stock company), is better than the material which pops off continuously about the Devil, immortality, suicide, art, sex and various other subjects that haunt the later films somewhat more thoughtfully.

PHILIP T. HARTUNG

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Poetry and Children

CLAIRE HUCHET BISHOP

. . the poet is the food for the tenderest stomachs; the poet is indeed the right popular philosopher. (Sir Philip Sidney. The Defense of Poesy.)

IN HIS acceptance speech for the 1961 Regina Medal, Padraic Colum declared, "I don't think there is any use in teaching poetry unless you get your pupils to know poems by heart." This statement brought to my mind the fact that when two French people meet anywhere in the world not much time elapses before one of them quotes a line of poetry which is promptly ended by the other person.

That all pupils in France learn practically the same poems at one time or another, because of the centralized education system, is not what is of paramount interest here, though it does provide a sure and delightful way of striking acquaintance and building friendship with any French person in any corner of the world. To Americans the interesting part of this experience is the fact that poetry is recognized as an integral part of the curriculum throughout all the school years in France. And that, furthermore, it is approached precisely as Padraic Colum wishes it to be: "not just for the eye alone . . . for the ear as well . . . for the sounds." In all French schools, from the first grade up to university, many poems are learned by heart.

Who will tell the solace of the rhythmical lines lying dormant in one's own memory, to burst out later in the consciousness, illumining life's events, joys and aches, the tediousness of days and the loneliness of nights; treasures and talismans carried unobtrusively within oneself, ready to enhance the beauty of light or to steady one's step in darkness?

Yet this angelic ministration does not begin to encompass all the blessings of poetry. To know a poem by heart is to have become one with a form, a structure of words and phrases. Through enchantment, memorized poetry provides an exacting training of the mind toward the exigencies which accompany all manner of building, whether a book, a bridge or a ballet. Again, Padraic Colum who knows it well says, ". . . anyone who has the pattern of a sonnet in his mind is already on the way to approaching the problem of how to sweep a room, how to build a bridge, how to win a battle, how to become President."

MRS. BISHOP is well-known as an author of children's books. Among them are the following: *The Ferryman, Five Chinese Brothers, Happy Christmas!, Martin de Porres, Hero, Lafayette: French-American Hero* and her latest, *A Present from Petros.*

To this practical side of poetry can be added extension of vocabulary and greater ease at manipulating words. But no one who loves poetry thinks of these pragmatic reasons for memorizing poetry. The results are there without striving for them. And, later in life, one comes to realize that knowing many poems by heart has been akin to having accumulated within one's mind a sort of springy layer of humus in which all seeds of imagination can sprout and flourish.

It is evident that to build such a reserve is well nigh impossible in adult life and that even to begin to do so only during the school years is not fully satisfactory. True, an enthusiastic teacher can do much to instil a love for poetry. But intimate, informal acquaintance should have long preceded both school and reading. Nothing can take the place of daily familiarity with verse in the home, from the day of one's birth. It is the unassumed daily presence of poetry, weaving in and out throughout the hours, binding all the commonplace happenings as well as the unusual ones. Parents who are able to make use of poetry spontaneously, almost without thinking to do so, the lines welling up to their lips to meet the occasion, are thus able to surround the child with the rhythm and the beauty of words long before these become associated with the printed page in the child's mind. Sometimes an older brother or sister is the natural guide to the magic land of spoken sounds, and the younger mind is all the more eager for this food of the gods. There is nothing better than this unplanned introduction to great poetry for keeping the self from later encroachments of vulgarity in speech or even in action.

THEN COMES the time when the child knows the thrill of rediscovering, in books, what he has heard, or of sharing a new piece to his liking with some member of the family. These are great moments in the child's life, moments not only of communication but also of communion.

Having been brought up unconsciously on such fare, the child can memorize almost without any effort whatever poem strikes his fancy. He may pass through a period when he will turn away from poetry, but the chances are that it will not last long, and, at any rate, what he has already committed to memory will remain, in time to come, an ever-present source of enjoyment, a steadying inner influence bringing a sense of security and oneness.

Among the poems for daily use, the first to my mind

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are the Psalms. These magnificent works have their place in the nursery as well as in the greatest moments of an adult life. For, to the religious Jewish minds who composed them nothing was trivial or commonplace, and so it is with us who use those verses reverently. One should not wait for the Sunday school years, nor even for the reading years, to surround the child with the transcendental beauty of the Psalms. In her remarkable book *Bequest of Wings*—a book which to my mind no family should be without—Mrs. Duff tells of her spontaneous "absurd" use of a great line. As she washed under her baby's chin she encouraged the little one by chanting, "Lift up your heads, O ye gates, and be ye lifted up, ye everlasting doors, that the King of Glory may come in!" Lucky baby whose whole day was thus hallowed!

Those of us, no longer young, who have been brought up by such parents to whom the use of the Psalms was as natural as that of nursery rhymes, know by now, through experience, the extent of our privilege. While still unaware we were given a protective shield in adversity, a resounding board for joy, and a light beckoning higher and higher.

To refresh one's own memory, or give the young reader the opportunity to discover old favorites and to make new ones, some attractive books are available with some of the Psalms together with great prayers, such as *Hear my Prayer* by Helen Page, *Small Rain* by Jessie and Elizabeth Orton, the *Catholic Child's Prayer Book*. To these and to many others should the child have free access in the home when he is in the mood, without waiting for formal prayer time.

The invaluable place of poetry in the child's life has been recognized anew in recent years. Good editions of Mother Goose are available, such as *Ring o' Roses* by Leslie Brooks and Kate Greenaway's not new but excellent the *Real Mother Goose* published by Rand McNally, and many others.

Also there should be in every home several anthologies of those poets who wrote so well for little children that their verses are almost as familiar as nursery rhymes—Stevenson, Lear, Milne, Farjeon, Blake, Rosetti, Coatsworth, de la Mare, to list at random. All these authors can be found in various anthologies such as *Tirra Lirra* by Laura E. Richards and *One Thousand Poems for Children* by E. H. Sechrist. Anthologies for older children are numerous too, such as those by Louis Untermeyer, Robert Bentley, Herbert Read, Pelagie Doane and many others. It is often through enjoying a particular poem in an anthology that the child will turn to that author alone and acquaint himself with more of his work.

He will be all the more eager to do so if he has been brought up in an atmosphere where the daily use of poetry was as natural and substantial as bread and therefore has remained associated in his subconscious with pleasurable, familiar experiences. Such a child enters life endowed from the start with inalienable wealth.

A Selected List of Children's Books

CLAIRE HUCHET BISHOP

RELIGION AND HOLY DAYS

Our Lady's Book. By Lauren Ford. Dodd, Mead. $4.50.

1830 to 1920 apparitions—Catherine Labouré, La Salette, Bernadette, the Children of Pomain, the Vision of Fatima. Faithfully and reverently retold as well as delicately illustrated by a well-known author-artist. A regal gift. 10 up.

Little Brother. By Regina Brown. Ill. by Ruth Bornschlegel. Obolensky. $2.95.

How a little dog was saved from the pound, a poor boy's longing satisfied, and his prayers to St. Francis answered in a very modern way. Warm, well composed. 6-10.

Piccolina and the Easter Bells. By Pauline Priolo. Ill. by Rita Fava. Little-Brown. $3.

In Sicily, according to tradition, Piccolina would grow if she were lifted high by someone at the very moment the Easter Bells began to ring . . . She almost missed them! . . . Charming, most satisfying tale with colored pictures conveying atmosphere. G. 6-10.

Paco's Miracle. By Ann Nolan Clark. Ill. by Agnes Tait. Farrar. $2.95.

Orphan Paco had been befriended by a lonely old Frenchman who taught him about St. Francis. In a New Mexico village Paco follows in the saint's footsteps. A touching, well written all-year-round Christmas story.

Tekla's Easter. Story by Lillian Budd. Pictures by Genia. Rand McNally. $2.95.

A family Easter on a small island off the coast of Sweden where pagan rites still observed do not crowd out the Bible, and where Easter is truly more than eggs and finery. Colorful, authentic pictures that add much. 5-10.

PICTURE STORY BOOKS

The Desert People. By Ann Nolan Clark. Ill. by Allan Houser. Viking. $3.

The round of seasons on the Southwest desert sung by a young Indian in the serene, dignified rhythmic prose typical of the author. One more story the Indians will take to their hearts while whites will feel drawn to a people who seem to know the secret of being at peace with themselves and the universe. Strong, enchanting pictures. From 5 to above 90.

Minou. Story and pictures by Françoise. Scribners. $2.95.

In bright, naive pictures, Ninette who lost her cat, goes all over Paris to find him. One more charming creation by a real artist. 4-8.

Mrs. Cockle's Cat. By Phillippa Pearce. Ill. by Antony Maitland. Lippincott. $3.

How Mrs. Cockle, balloon-seller in London, walked the clouds, parachuted down to earth under her own umbrella and found her long-lost, beloved cat. Most refreshing British humor fantasy with swift and gay drawings. 6-10.

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From "Our Lady's Book" (Dodd, Mead)

Animals in the Zoo. By Feodor Rojankovsky. Knopf. $2.95.

Large alphabet book with magnificently colored animals all warm terra cotta and sepia shades. Worthy of the distinguished artist and a joy to all.

Silver from the Sea. By Ruth Tooze. Ill. by Kurt Wiese. Viking. $2.75.

On the shore of Vietnam, young Ti Nang' Dinh has his First Fish Day when he is entrusted with collecting the fish as the huge net is hauled on the beach by the women. The boy and his country become enchantingly alive through the exciting text and "just right" illustrations. 6-10.

Counting Carnival. By Feenie Ziner. Ill. by Paul Galdone. Coward. $2.50.

It's easy to learn to count with such a gay book in which little children of all races play happily together. Very fitting illustrations. 3-6.

Snail, where are you? Story and pictures by Toni Ungerer. Harper. $2.25.

Small children will enjoy trying to locate the snail in all the gay and bright pictures and will learn a lot about shapes too. 3-6.

Little Lamb's Curls. By Polly Miller McMillan. Ill. by Tàlivaldis Stubis. Lothrop. $2.75.

Brilliant, full-page colored pictures of the successive steps from lamb to blanket. Ideal bedtime story. 3-6.

Benjy's Blanket. By Myra Berry Brown. Ill. by Dorothy Marino. Watts. $1.95.

The love of a child for his baby blanket and how he outgrows it. A good story which may prove useful to many. 4-7.

A Bear before Breakfast. By Eth Clifford. Ill. by Kelly Oechsli. Putnam. $2.50.

Some of the imaginative and puzzling English phrases—hungry as a bear, out of the blue, etc., expressed literally. Here's hoping a sequel is on the way! All ages.

FAIRY, FOLKTALES, FABLES, LEGENDS

The Magic Jacket. By Walter de la Mare. Ill. by Paul Kennedy. Putnam. $3.25.

More of this late great writer's incomparable tales, enchanting from beginning to end and illustrated with distinction and fantasy. A real treasure. All ages.

The Lady of the Linden Tree. By Barbara Leonie Picard. Ill. by Charles Stewart. Criterion. $3.50.

New, original, most enjoyable tales by a talented writer who knows how to combine a traditional pattern with a new approach. 9-12.

A Bundle of Sticks. Retold and ill. by Katherine Evans. Whitman. $2.25.

The author has a knack for retelling a familiar tale, in this case one of Aesop's fables, with charm both in writing and in colored pictures. 5-8.

The Miller, His Son and their Donkey. Ill. by Roger Duvoisin. Whittlesey. $2.50.

The Aesop-La Fontaine well known fable colorfully and amusingly retold by a talented artist. Also in French, Spanish and Latin editions. 5-9.

Congo Fireside Tales. By Phyllis Savory. Ill. by Joshua Tolford. Hastings House. $3.50.

Belgian Congo primitive tribes' tales as told by the indigenous story-tellers and collected by the author. In some instances the cruelty outdoes that of classic tales, which seldom disturb children anyhow. 8-12.

Stories from Africa. Retold by Shirley Goulden. Ill. by Maraga. Duell. $2.95.

Some unusual and thrilling tales with abundant colored pictures. A large size book. 6-10.

Three Strong Women. A tall tale from Japan. By Claus Stamm. Ill. by Kazue Mizumara. Viking. $2.50.

The wrestler was very proud of himself until he met the frail-looking women who were ever so much stronger. Wise, hilarious folk tale delightfully illustrated. All ages.

Thistle and Thyme. Tales and legends from Scotland. By Sorche Nic Leodhas. Ill. by Evaline Ness. Holt. $3.50.

Many of the plots are quite different from other fairy tales, and the style is dignified, rhythmic and pleasant. 8-12.

Idy, the Fox-chasing Cow. And other stories. By Ellen Margolis. Ill. by Kurt Werth. World. $2.95.

Gathered around Ohio farms these well retold tales, full of humor and gusto, have genuine American flavor. 8-12.

Juan Bobo and the Queen's Necklace. A Puerto Rican folktale. Told by Pura Belpré. Ill. by Christine Price. Warne. $2.75.

This story begins somewhat like that of Marie-Antoinette's famed necklace but moves out into the gay realm of a fairy tale retold with charm, and humor and a fine sense of rhythm. Happily illustrated. 5-8.

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The Fairy Tale Tree. Ed. by Vladislav Stanovsky and Jan Vladislav. Ill. by Stanislav Kolibal. Putnam. $4.95.

More than 150 short tales from many lands, well retold and adorned with unusual, brilliant, painting-like illustrations. A festive book. All ages.

Red Indian folk and fairy tales. By Ruth Manning Sanders. Ill. by Walter Hodges. Roy. $3.75. All ages.

A Children's Treasury of Folk and Fairy Tales. Ed. by Eric Protter. Ill. Includes works of European classic artists; Wilhelm Busch, Gustave Doré, Boutet de Monvel, etc. Channel Press. $5. 6-10.

Heroes of Greece and Troy. Retold from the ancient authors by Roger Lancelyn Green. Ill. by Heather Copley and Christopher Chamberlain. Walck. $5.95.

The choice of versions is excellent and the writing both alert and distinguished. A captivating, first-rate, cultural background book. 12 up.

Chinese Fairy Tales. Tr. by Marie Ponsot. Ill. by Serge Rizzato. Golden Press. $4.95. 6-10.

Russian Fairy Tales. Tr. by Marie Ponsot. Ill. Bevennuti. Golden Press. $3.95. 6-10.

EASY TO READ

Taro and the Tôfu. By Masako Matsuno. Ill. by Kazue Mizumara. World. $3.

Brilliant four-color simple and wise tale of a boy's encounter with his first temptation. In Japan, where old and new ways meet. 6-10.

The Sign of the Open Hand. By Belle Coates. Ill. by Albert Micale. Scribners. $2.95.

At the turn of the century a little American Indian girl and her old grandfather save the day for the tribe. Unusual story, well told. 6-10.

The Donkey with Diamond Ears. By Oliver Price. Ill. Mel. Hunter. Coward. $2.75.

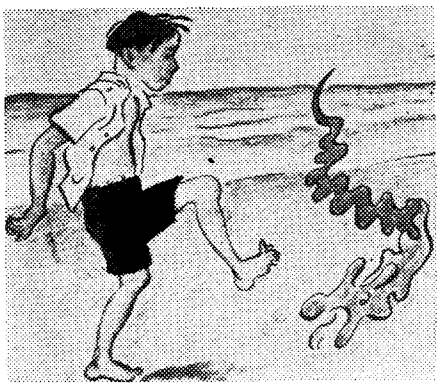
Tender and movingly written story of a poor Brazilian country boy who rescues a little donkey from the dreadful work in a diamond mine. 8-12.

Whitey and the Colt-Killer. Written and ill. by Glen Rounds. Holiday. $2.50.

More true-to-life adventures of the popular diminutive cowboy and his small girl cousin. Not Hollywood but the real thing! 6-11.

Martha's Secret Wish. By Ella Gibson. Ill. by Reisie Lonette. Lothrop. $3.

This fetching, simple story about keeping a lost dog also fills a need by emphasizing the part played by a father in the life of a little girl. G. 8-11.



From "Silver from the Sea" (Viking)

Mishmash. By Molly Cone. Ill. by Leonard Shortall. Houghton-Mifflin. $2.75.

Mishmash did not know he was a dog; he thought he was "people." So he was a problem to young Peter! Hilarious from beginning to end. 8-12.

Winter without Salt. By Georgiana Dorcas Ceder. Ill. by Charles Walker. Morrow. $2.75.

A Kentucky pioneer boy whose father has been killed by Indians learns the hard way that the only right Christian feeling is love for the Indians. Realistic and convincing. 8-12.

The Genie and Joe Maloney. By Anita Feagles. Ill. by Don Sibley. Young Scott. $2.75.

Three sisters and no playmate, and who should move next door but three more girls! Homey and gay, it will please many a lonely boy. 7-11.

Run Reddy Run. By Betty Biesterveld. Ill. by Harper Johnson. Nelson. $2.95.

A poor logger's daughter longs for a permanent pet. The greed and toughness of an ignorant boy settler contrast with the St. Francis-like understanding of this plucky migrant child. 8-12.

OLDER BOYS AND GIRLS

Window on the Sea. By Adrien Stoutenburg. Westminster. $2.95.

Her family and friends thought the boy a fool because he had ideas of his own, did not belong and did not care to conform. She herself had to form her own opinion about him. Written with gusto, a fine sense of humor and a keen understanding of teen-agers' psychology. G.

Between Home and Horizon. By Dola de Jong. Knopf. $3.

In Holland, while her twin sister marries, Tobi chooses the life of a concert pianist. Hard work, self-sacrificing aspect of an artist's life and the woman's dilemma between career and love. Very competently portrayed. G.

The Lost Sahara Trail. By Herbert Kaufmann. Ill. by Richter. Obolensky. $2.95.

A French officer sets out to discover the 14th century trail from Timbuktu to Ain Salah. The intoxicating beauty and harshness of the desert and the fierce courage of the explorer all magnificently set down.

Beorn the Proud. By Madeleine Polland. Ill. William Stobbs. Holt-Rinehart-Winston. $3.

During a raid on an Irish Island a Viking boy takes into captivity a young Irish girl and brings her to Denmark as a slave. Eventually the girl converts him to Christianity. Much excitement and atmosphere.

The Lost Horizon. By Reginald Maddock. Nelson. $3.

A hundred years ago, before fleeing to the Kalalari Desert where they still live today, the Bushmen made a last stand against the Boers. A grim, cruel merciless tale which every adolescent and adult Christian should read. Outstanding.

STORIES FOR MIDDLE AGE CHILDREN

A Wrinkle in Time. By Madeleine L'Engle. Ariel. $3.25.

Charles Wallace enlists his sister and his friend Calvin in a search for his scientist father, who has disappeared, and the children find themselves on an unknown planet which has completely given itself over to Evil, the Black Thing, in the form of utter conformity to a master mind. A highly original science-fiction book with a wise message applicable here and now. All ages from 12 up.

Oregon at Last! By A. Rutgers Van Der Loeff. Ill. by Charles Geer. Morrow. $2.95.

In 1844, with his six younger sisters and brothers, a thirteen-year-old boy traversed the six-hundred-mile Oregon Trail. This incredible feat,

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fully authenticated, has been made into a realistic, magnificent story, first published in Holland, which deserves to become an American classic. All ages.

The Fort of Gold. By Eilis Dillon. Funk. $2.95.

Three young boys on Irish Island, where the fishermen are brave but superstitious, get involved with lawless characters in a dangerous search for treasure. As well written as Miss Dillon's previous books. 10 up.

The Two Worlds of Davy Blount. By Thelma Harrington Bell. Ill. by Corydon Bell. Viking. $3.

His grandfather loved the sea and his grandmother the mountain. In both places Davy has the kind of adventures which mold character fast. And so he can find which is the better of the "two worlds." Unusually well written, with a remarkable feeling for nature, a warm approach to family relationships and a keen understanding of boys and girls. 9-11.

Illampu. Adventure in the Andes. By Hanns Radan. Ill. by Heiner Rothfuchs. Tr. from German by L. Bullock. Abelard. $3.

A young llama shepherd's dangerous life in Bolivia and his encounter with a gringo who is so admirable that the boy is led to revise his opinion of white people. Well presented atmosphere of a hitherto little known country. 11 up.

The Cabin on Ghostly Pond. By Marjorie Reynolds. Ill. by Lorence Bjorklund. Harper. $2.95.

A mentally shaken boy of divorced parents regains his equilibrium through his grandparents' understanding and his help to an escapee from Reform School. 11 up.

Dawn Wind. By Rosemary Sutcliff. Walck. $3.75.

Two orphans make their way north after the Saxons devastate Great Britain. A powerful story by a master at tales of early England. This one is among her best. 12 up.

Journey to England. By Edith Unnerstad. Ill. Ulla Sundin-Wickman. Tr. from Swedish. Macmillan. $3.25.

In 1885, a fourteen-year-old boy and his sister leave Sweden in search of their mother. Before they finally find her they have gone through many adventures and have had a momentous meeting with Jenny Lind. 10-14.

Cathie and the Paddie Boy. Written and ill. by Nora Tully MacAlvay. Viking. $3.

New **Scribner** books for young readers

Francoise

MINOU. Nénette searches Paris for her cat, Minou. Charming pictures. Illus. by the author. $2.95

Elizabeth Olds

PLOP PLOP PLOPPIE. Ploppie, the sea lion, looks for home. Gay picture story. Illus. by the author. $2.95

Louise Lee Floethe

BLUEBERRY PIE. Jamie studies the world of nature on a summer day. Illus. by Richard Floethe. $2.95

Nan Hayden Agle and Ellen Wilson

THREE BOYS AND SPACE. The triplets enthusiastically enter the *Space Age*. Illus. by Marian Honigman. $2.75

Belle Coates

THE SIGN OF THE OPEN HAND. An Indian girl saves her family from disgrace. Illus. by Albert Micale. $2.95

Alice E. Goudey

SUNNYVALE FAIR. Mark and his dog, Archie, find fun and danger at the fair. Illus. by Paul Galdone. $2.95

Hazel Allen

UP FROM THE SEA CAME AN ISLAND. Its birth and growth told in rhythmic prose. Illus. by Marilyn Miller. $2.75

Alma Kehoe Reck

ALL ABOARD FOR TIN CUP. Exciting gold rush days in Colorado. Illus. by Robert Frankenberg. $2.95

Madeline Darrough Horn

THE NEW HOME. A warm and appealing story of pioneer life. Illus. by Harve Stein. $2.95

Marion Renick

STEVE MARCHES WITH THE GENERAL. Steve's lively efforts to win the part of General Grant. Illus. by Pru Herric. $2.95

Dola de Jong

THE HOUSE ON CHARLTON STREET. An exciting mystery in Greenwich Village. Illus. by Gilbert Riswold. $2.95

Louise Bush-Brown

YOUNG AMERICA'S GARDEN BOOK. Comprehensive and complete. Drawings by James Bush-Brown and photos. $4.50

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Marcia Brown's **ONCE A MOUSE** $2.95

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A quiet little girl visiting her relatives on an attractive Scottish farm encounters a young stowaway among the Irish migrant workers. She manifests the typical, sure, child's intuition about good and bad people. G. 8-12.

Malay Canoe. By Clive Dalton. Ill. by David Knight. Coward. $2.75.

A White, a Malay and a Chinese boy strike up a friendship which leads them into a most dramatic adventure off the coast of Malaya. A fine introduction to better race relationships. 9-13.

Mighty Mo. The story of an African elephant. By Jocelyn Arundel. Ill. by Wesley Dennis. Whittlesey. $2.95.

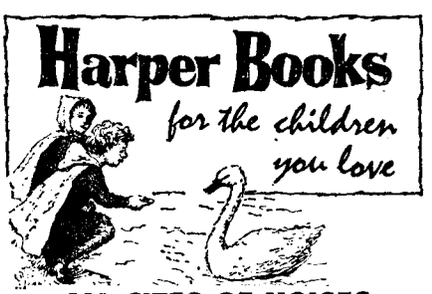
A white boy takes part in the dangerous present-day effort of protecting wild life in Africa. 11 up.

Dolores and the Gypsies. By Margaret Pitcairn Strachan. Ill. by Charles Geer. Washburn. $2.95.

How a poor little Spanish girl learns to dance like a Gypsy and how two families are reconciled. Unusual plot provides inspiration for the breaking down of race prejudice. G. 8-12.

Across from Indian Shore. By Barbara Robinson. Ill. by Evaline Ness. Lothrop. $3.50.

After his father's death, Luke continually gets into trouble until he has to shoulder the responsibility of saving his mother's life. This leads to friendship with an Indian Princess. Unusual, perceptive, memorable. 10-14.



ALL SIZES OF NOISES
By KARLA KUSKIN. *Pictures by the author.* "All the sounds a child can hear from morning till night are captured in lilting rhymes and perky three-color drawings." — *Book Buyer's Guide.*
Ages 4-8. $1.95

A PET FOR THE ORPHELINES
By NATALIE SAVAGE CARLSON. *Pictures by* FERMIN ROCKER. "The charm lies in the subtle combination of Parisian atmosphere with . . . a plot that is as perennial as childhood itself." — *N. Y. Times Book Review.* Ages 8-12. $2.95

THE CHALLENGE OF AAB
By J. E. SPERRY. *Chapter decorations by the author.* A young orangutan in Borneo contends with his peers to become an honest and courageous leader.
Ages 12 up. $2.95

At all bookstores
HARPER & BROTHERS

From "Little Brother" (Obolensky)

Nobody Plays with a Cabbage. By Meindert DeJong. Ill. by Thomas B. Allen. Harper. $2.75.

Against endless odds, a lonely, determined and patient youngster grows one enormous cabbage. Characteristic poignancy of this distinguished author. 8-12.

NATURE

Biology. An introduction to the Science of Life. By Gerald Ames and Rose Tyler. Ill. by Charles Harper. Golden Press. $3.95.

A large-size book profusely and brilliantly illustrated. Though the sentence about the ape-man could have been more explicit, this is an excellent introduction to biology. 8-12.

The Story of a Natural History Expedition. Written and ill. by Russell Francis Peterson. Doubleday. $2.95.

Fascinating, beautifully illustrated, easily read true account of an expedition to New Guinea where prehistoric animals still roam about and naked natives, attired in gorgeous feathers, direct the automobile traffic. Large size. A. A.

Enjoying Nature's Marvels. By Jack Aistrop. Photos. Vanguard. $3.

Weird natural equipment and ways of life of unusual animals. Accurate and absorbing. All ages.

Dan and the Miranda. By Wilson Gage. Ill. by Glen Rounds. World. $2.95.

Spiders were his fifth-grade project for the science fair. Told vividly and gaily with a background of fine family relationships. Enlarged, unusual drawings. 8-12.

This is a Leaf. By Ross E. Hutchins. Photos. Dodd, Mead. $3.

All about leaves, what they do and eat, how they defend themselves, etc. Truly exciting and with excellent photos. 10 up.

Mystery of the Night Explorers. By Mary Adrian. Ill. by Lloyd Coe. Hastings House. $2.95.

Two young boys build a tree house and discover the strange nocturnal habits of animals. Reads like fiction but is well documented. 8-12.

UP AND DOWN

The Mountain World 1960-1961. By Swiss Foundation for Alpine Research. Rand McNally. $6.95.

First-hand accounts of recent mountain-climbing—Alps, Alaska, Himalayas, Andes, etc.—by people who took part in those expeditions. Beautiful photos. An outstanding gift for adolescents and adults.

Deep Down. Great achievements in Cave exploration. By Garry Hogg. Ill. with photos. Criterion. $3.50.

Spelunkers' hair-raising expeditions in New Mexico, England, France, Austria. All ages.

THE SEA

Beginning with Boats. By David Klein. Ill. by Hervey Garrett Smith, Crowell. $3.95.

Everything you may wish and need to know if you want a boat but have very little money. All about boats and boating what to do and what *not* to do, explained, in text and drawings, simply and entertainingly. A treasure for any green seafarer whatever his age.

Danger Point. The wreck of the Birkenhead. By Scott Corbett. Little, Brown. $3.25.

Dramatic account of the wreck of a British ship off the coast of Africa in 1852 together with some other sea tragedies. O.B.G.

DANCE-MUSIC-POETRY

The Ballet Book. This is the way we learn ballet. Written and ill. by Ginny Linville Winter. Obolensky. $2.50

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The author, a teacher and a ballerina herself, has created a small, engaging and helpful little book with simple directions for first ballet steps. For girls. 5-8.

On Pointe! The story of Dancing and Dancers on Toe. By Walter Terry. Dodd, Mead. $3.50. 8 up.

See What I Found. By Myra Cohn Livingston. Ill. by Erik Belgvad. Harcourt. $1.95.

The author sings in short free verse the sweet excitement of children's treasures—a feather, a shell, a penny. 5-8.

The Sorcerer's Apprentice. A musical picture story retold by Lisl Weil, based on the music by Paul Dukas. Little, Brown. $2.95.

Gay and colorful audio-visual approach to music by someone who has used it successfully for many years at the Young People's Concert Series. This book can help children to recognize musical themes. 6-12.

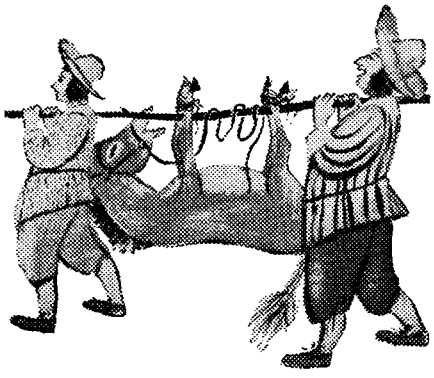
COLOR

Color in your Life. By Irving Adler. Ill. by Irving Adler. J. Day. $3.50.

All the factors which combine to make us see colors. Starting from everyday experience, an excellent introduction to optical physics. 11-14.

Singing Windows. By Mary Young. Abingdon. $3.75.

Very simple and most interesting explanations about the ancient art of stained glass window-making. Some of the most famous windows and some easy directions for hobbycraft. All ages.



From "The Miller, His Son and Their Donkey" (Whittlesey)

SCIENCE AND TECHNOLOGY

A History of Invention. By Egon Larsen. Photos and drawings by George Lane. Roy. $5.75.

A 380-page book about everything connected with technical development since the beginning of time. A mine of information presented in a lively and human way. For every home.

New Ways in Mathematics. By Arthur Jonas. Ill. by Aliki. Prentice Hall. $2.95.

Binary numbers, computers, mathematical probabilities, explained simply and entertainingly both in text and pictures. 8-11.

Flight today and tomorrow. By Margaret O. Hyde. Ill. by Clifford Geary. Whittlesey. $3. All ages.

EARLY AMERICA

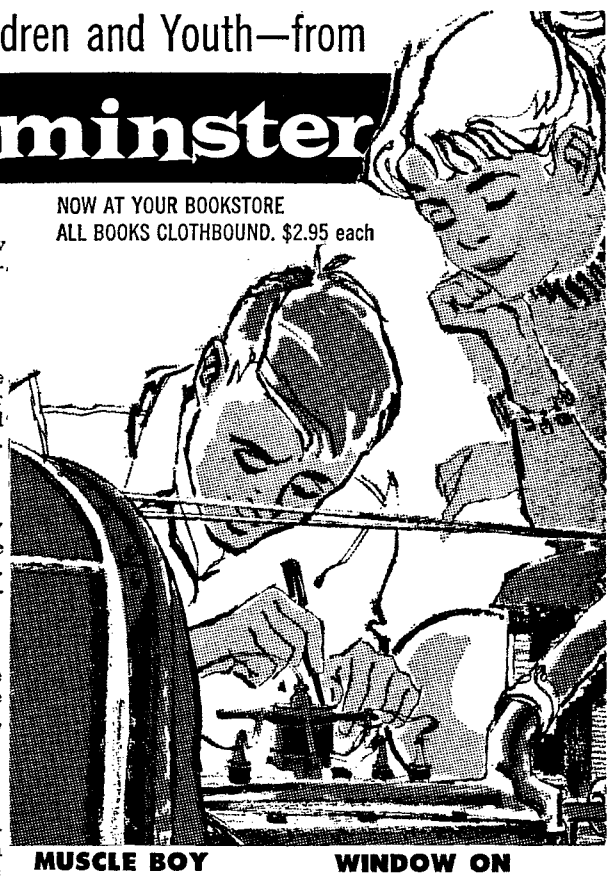
Little Cloud and the Great Plains Hunters 15,000 years ago. By Mary Ellen Stevens and E. B. Sayles. Illustrated by Barton Wright. Reilly & Lee. $3.75.

Interesting attempt at reconstructing daily living in prehistoric America. Children will feel for awkward, lovable Little Cloud, the hero of this unusual story. 8-12.

America and its Indians. By Dr. Jerome E. Leavitt. Ill. by Robert Glaubke. Children's Press. $5.50.

Books for Children and Youth—from

Westminster



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LONDI
By WINIFRED JOHNSON. How Londi saves a boy from delinquency. Girls, 12 to 15.

NO MORE GOOD-BYS
By NANCY PASCHAL. Bonnie must go to live with her "snobbish" grandfather – and is torn by divided loyalties. Girls, 12 to 15.

THE TIN GOOSE
By GENE OLSON. Danny learns what a 1930 airplane can do in storm and flood. A *Junior Literary Guild* selection. Boys, 12 to 15.

SENIOR TRIP
By MARJORIE HOLMES. The senior class finds adventure on a bus trip to Washington, D.C. Girls, 12 to 15.

BLUEY FROM DOWN UNDER
By IRENE HILTON. An Australian boy tries to earn money for a summer bike trip. Boys and girls, 8 to 11.

MYSTERY OF THE SUNKEN CITY
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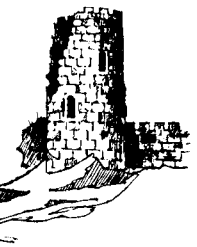

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